

Inspection date

Previous inspection date

10/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a secure understanding of children's care needs and routines which help children feel happy, settled and secure.
- The childminder organises her toys and resources well to enable children plenty of choice in the activities and toys they use.
- The childminder takes positive steps to ensure her home is safe and secure, meaning that children can play freely in safety.

It is not yet good because

- Observation, assessment and planning systems are not sufficiently well embedded to ensure that activities consistently target and support children's specific learning needs and help them all to make good progress.
- The childminder does not always complete the times of children's departure in her register to ensure she has an accurate record of their attendance.
- The childminder does not always seek detailed information from parents about children's prior learning to help her to plan appropriate activities and play opportunities to build on their existing skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities within the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the provider's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children in a residential area of Yeovil in Somerset. The whole of the ground floor is used for childminding, which includes toilet facilities. There is an enclosed courtyard garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, two of whom are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve planning and assessment systems to ensure children receive consistent support and challenge in their learning through well planned and purposeful routines and play activities which reflect their individual learning needs and stage of development
- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance

To further improve the quality of the early years provision the provider should:

- increase the information gathered from parents about children's starting points to help plan accurately to support children's individual development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in the childminder's care. The childminder provides children with a suitable range of activities and experiences which are generally appropriate for their age group. The childminder is developing her understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Although the childminder has started to make some observations of the children as they play and identify their next steps, she does not make effective use of this information to help her when planning activities. This means that although children enjoy the activities on offer, they are not always sufficiently well supported or challenged with regard to their specific learning needs. For example, when playing outside, the childminder has not considered how she can extend the physical development needs of the younger children by providing equipment that allows them to roll, crawl or stand.

The childminder supports children's language and communication skills through her involvement in their play. Children sit comfortably on her lap and share a story. They reach out to touch and feel the different textures in the book. The childminder repeats 'scratchy scratchy' to the children, encouraging them to use language to describe what they are feeling. Children watch with keen anticipation as the childminder turns the pages, exploring the new colours, pictures and textures with their hands and eyes. Children show excitement as they press the buttons on a toy to make the lights flash and music sound. They giggle and laugh and purposefully repeat their actions demonstrating their increasing awareness of technology. When the childminder blows the bubbles, children watch with fascination, reaching out to touch and feel them. Younger children enjoy exploring the toys in the treasure basket, starting to make sense of the world around them. Children regularly attend toddler groups with the childminder. This provides them with a wider range of experiences and opportunities to engage in play with children of different ages to develop their social skills.

Some parents complete 'all about me' forms which give the childminder an awareness of children's interests and care needs. However, the childminder does not seek detailed information about children's educational starting points and prior learning from parents to enable her to build on children's existing skills. The childminder verbally shares information about the children's day with parents to keep them informed. The childminder has recently started to use a computer programme to record information about children's experiences and learning. This is accessible to parents to give them more opportunities to review this information at a time that suits them.

The contribution of the early years provision to the well-being of children

Children are very happy and feel secure in the childminder's home. They develop warm relationships with the childminder and her family. This is because the childminder has a secure understanding of their individual care needs and routines and responds to these well. For example, the childminder quickly identifies signs that younger children are tired, and follows a familiar routine as she puts them down for a nap. Children are learning to share and take turns through their activities. The childminder has clear expectations and boundaries about behaviour and remains consistent so that children understand and respect these. She gives simple explanations to help children understand why boundaries are in place, such as asking them not to climb on the sofa as they might fall and hurt themselves. This helps children to start to learn about how their behaviour can impact on the safety of themselves and their friends.

Children choose from a broad range of toys and resources. These are stored well to offer children independent access to many of them, meaning that children are able to make choices in their play. Some books and small world toys reflect different cultures and backgrounds, which helps children to begin to value and respect diversity. The children go with the childminder on local walks and visit play areas, providing them with opportunities to develop physical skills. The childminder provides children with nutritious snacks, such as fresh fruit, which helps them to make healthy choices in the foods they choose. Children

are excited as they see the childminder preparing their snack. but the childminder does not use this as an opportunity to extend children's physical skills by encouraging them to have a go at feeding themselves. Children have drinking water available at all times, preventing them from becoming thirsty.

The childminder places an emphasis on keeping children safe. She ensures the home environment is safe and secure through effective risk assessments and offers appropriate levels of supervision at all times. This means children are able to play freely in safety. The childminder fully considers safety when on outings with the children. She uses equipment, such as safety reins, to make sure children stay close and involves children in learning about safe practices on the roads when they are out and about.

The effectiveness of the leadership and management of the early years provision

The childminder demonstrates a satisfactory awareness of the requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder is keen to develop her skills and knowledge and has enrolled on various training courses, including a level 3 childcare qualification. The impact of this training is already becoming evident in the way in which the childminder is starting to seek feedback from parents to help her identify and address areas for improvement.

The childminder has a secure awareness of safeguarding issues. She has attended child protection training and has developed her own written policy and procedures. This helps to ensure she can deal with any safeguarding concerns promptly should they arise, to support children's welfare. The childminder keeps a record of any visitors to the home, helping to safeguard children. Although the childminder keeps a register, she does not always record the times of children's departure. This is a breach in the requirements of the Early Years Foundation Stage and also means that the provider fails to meet all the requirements of the Childcare Register.

Parents receive written information about the service the childminder offers, including her policies and procedures. Parents state that they are very happy with the service the childminder provides. They state that their children enjoy attending and benefit from the activities the childminder offers. Parents say they value the information the childminder shares with them about children's experiences with her and, where relevant, at school. Parents are able to view information about children's experiences and learning through a secure computer programme completed by the childminder. This helps to keep them involved.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY467852
Local authority	Somerset
Inspection number	936423
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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